

CHAPTER II

THEORETICAL REVIEW

2.1 Theoretical Framework

In this chapter, the theoretical framework is presented in order to give clear concepts in this study. A theoretical framework is a scientifically investigation, expected to contribute some practical significance to a research conducted on the basis of some relevant theoretical construct and empirical evidences. The following theoretical reviews are description about the definition of reading comprehension, the purposes for reading comprehension, applying principles of learning to reading comprehension, types of reading comprehension, learning method, groupwork and individual method in reading comprehension. It is necessary to gather some information, theories or comments dealing with the topic references and resources of the study. Explanation will be given in order to avoid misunderstanding between the writer and readers. To support the ideas of this research, some theories and some information would include to help the writer in designing this research.

2.1.1. Description of Reading Comprehension

Allah SWT says in Al-Qur'an surah Al-Alaq, verse 1-5 as follows :

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ ٢ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ ٣ الَّذِي
عَلَّمَ بِالْقَلَمِ ۝ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝ ٥

Meaning :

1. "Read! In the name of your Lord who has created (all exists)
2. He has created man from clot (a piece of thick congealed blood)
3. Read! And your Lord is The Most Generous
4. Who has thought (the writting) by pen

5. He has thought man what he did not know

Islam highlights the importance of reading comprehension in achieving learning and gaining knowledge. The first word of these verses is IQRA' that means READ, so reading is the first lesson that people should be learn as Allah has commanded to our prophet Muhammad SAW. Because of that, reading not only the first thing to do to gain some knowledge, but reading also the the foundation of all science. This has a big meaning for us as Allah's creature. Firstly, however, we are the human come to this world can not read anything at all. But with our hability by permit from Allah finally we can read everything what we want. ¹

Reading is process of retrieving and comprehending some from the stored information or ideas These ideas are usually some sort of representation of language such as symbols. Reading is an active process. The readers form preliminary expectation about the material, then selects fewest most productive necessary to confirm or reject the expectation. Reading involves an interaction between thought and language. It means that the reader brings to the task a formidable amount of information and ideas.

Reading is one of language skills that should be mastered by language learners. Reading is most important language skill for academic achievment beside writting, listening and speaking. Reading is one of the basic of the communicative skills, but it is a very complex process.² One basic premise of effective reading

¹ Muhammad Taqiud - Din Al-Hilali, Muhammad Muhsin, *The Nobel Qur'an English Translation of the Meaning and the Commentary*, Madinah. (King Fahd Complex For The Printting of The Holy Qur'an), p : 842.

² Heilman. Arthur W, Blair. Timothy R, Rupley. William H, *Principle and Practice of Teaching Reading*, Columbus : Toronto : London and Sydney, Charles E. Merrill Publishing Company, A Bell & Howell Company, p : 2.

instruction is that students be taught skills that will enable them to learn on their own. Reading is an interactive process in which reader is actively involved in using available content knowledge and knowledge of the text structure to construct the meaning of the text.³ Reading is one of the most important factors in modern society, with reading everybody can search information through medium of reading, such in the text, books, journals, magazines, newspaper, etc.

Reading is an active process. The readers form preliminary expectation about the material, then select few most productive necessary to confirm or reject the expectation. Reading involves an interaction between thought and language. It means that the reader brings to the task a formidable amount of information and ideas. Reading is not merely the recognition of word, but it is very complex process of understanding the written symbols that involves the process of thinking. It can be said without thought, the process of understanding printed words will be impossible to be done. Most definition of reading stress that it is a process of getting meaning of points. Understanding of information in the texts is, of course, the whole purposes of reading. Reading is considered by many to be the neglected aspect of language teaching. Reading is similar to listening in that it is a receptive skill. It involves students interacting with visual input a language, which they need to process and understand.

Reading as the meaningful interpretation of printed or written symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skills and knowledge of the world.

⁶ Byrd, Patricia, (1998), *Material Writers' Guide*, USA, Heinle & Heinle Publishers, p : 81.

Mark A. Clark and Sandra Silbertein define reading as an active cognitive process on interacting with print and monitoring comprehension to establish meaning.⁴ Reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge, and comprehension of the information and ideas communicated. It means that when a reader interact with print, his prior knowledge combined with the visual (written) information results in his comprehending the message. Therefore, reading is actually a conversation of sorts between a writer and a reader.

Farr state reading is the heart of the education. It means, from an activities of reading everyone have knowledge as far to get of all aspect about information.⁵ But the real situation indicated that when teachers English make students interested in reading, usually they are ore likely to read. In this case, the teacher motivates the students to read. It is true in reading that students must have a purpose and a motivation to learn. Student who does not read because of lack of motivation does not get the practice they needs in reading skills. Having a purpose for reading is a part of effective motivation. The effect upon comprehension when there is a lack of both purpose and motivation is apparent. To revive the students' motivation in reading, the teacher should be able to create, to foster, and to maintain motivation. To do most effectively he must some understanding of the motivation. H. Douglas Brown says that motivation is probably the most often used catch all term for explaining the success or failure of any complex task.⁶

The ability in reading will help the students to comprehend text and meaning. Language component such as, vocabularies, structure and many other to

⁴ Sukirah Kustaryo, (1998), *Reading Techniques for College Students*, Jakarta: KEMENDIKBUD, p : 14.

⁵ Dalman, *op. cit.* P : 5.

⁶ Edithia Glora Simanjuntak, (1998), *Developing Reading Skills For EFL Students*, Jakarta, Depdikbud Jendral Pendidikan Tinggi Pengembangan Lembaga Pendidikan Tenaga. P : 2.

understanding the meaning of the text can support the ability of reading. Reading comprehension refers to an activity reading and understanding written text. Christine Nuttall said that criteria for choosing of text as the reading starter such as; a). suitability of content, material that will find interesting, enjoyable, challenging, and appropriate for goals in learning language; b). exploitability, a text that facilitates the achievement of certain language and content goals, that is exploitable for instructional tasks, and that is integrate able with other skills (listening, speaking, and writing); c). readability, a text with lexical and structural difficulty that will challenge students without overwhelming them.⁷

However, in reading process, the typical problems of the students in comprehending the English text are the difficulty in figuring out the main idea of the passage, the difficulty in figuring out the meaning of the selection because there are so many words that do recognize, and the difficulty in summarizing the content of the text. Reading is also an interactive process in at least two ways. First, the various processes involved in reading are carried out simultaneously. While we are recognizing word very rapidly and keeping them active in our working memories, we are also analyzing the structure of sentence to assemble the most logical clause-level meanings, building a main-idea model of text comprehension in ours heads, monitoring comprehension and so on. Reading is always purposeful not only these sense that readers in different ways based on differing reading purpose, but also in the sense that any motivation to a given text is triggered by some individual also a comprehending process. Second, reading is fundamentally a linguistic process (rather than a reasoning process), though this aspect of reading is often downplayed (as is the

⁷ Douglas Brown, (2001), *Teaching by Principles an Interactive Approach to Language Pedagogy*, 2nd Edition, USA: Longman, p : 314.

visual aspect). It makes little sense to discuss or interpret a text without engaging with it linguistically.⁸

Reading for general comprehension will use a balanced of the text model comprehension and situation model interpretation. Comprehension is essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading. Comprehension means more than a good vocabulary. It involves a number of one language skills, such as the ability to use syntax to anticipate words in a sentence and assign unknown words to the appropriate part of speech. It includes an aptitude for monitoring context, making inferences on the basis of background knowledge, as well as familiarity with oral or literary forms (genre). It may conclude that using those abilities the readers construct the meaning of the prints in order to get the message.

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that includes words reading, words knowledge and fluency. Recent studies have focused on how readers use their knowledge and reasoning to understand texts. So that, event the earliest stages, comprehension must be central focus on teaching children discuss, reflect upon, ask and answer the question about what they have read and what has been read them. It is never too early to develop critical readers. Readers must use information already acquired to filter, interpret, organize, upon and establish relationships with the new incoming information on the page. In order to understand a text, the readers must be able to combine units of meaning into a coherent message. Reading comprehension is a process of recognizing, retelling, and reporting the main idea and details in a text.⁹

⁸ William Grabe and Fredericka L. Stoller, *op. cit*, p : 18-19.

⁹<https://www.sierranevada.edu/assets/Udy.pdf>. p:3. it was retrieved on January 19, 2016 at 9 p.m

Reading comprehension is not a static competency, it varies according to the purposes of the reading and the text that is involved. When the prerequisite skills are in place, reading becomes an evolving interaction between the texts and the background knowledge of the reader. This accomplished through use of strategies, both cognitive and metacognitive. Cognitive are limited to specific learning tasks and involve more direct manipulation of learning material itself. And metacognitive is a term used in information-processing theory to indicate an “executive” function, strategies that involve planning for learning, ones production or comprehension, evaluating learning after an activity is completed.¹⁰

2.1.1.1 The Purposes of Reading Comprehension

Usually make this decision very quickly almost unconsciously in most cases. For example, when we pick up a newspaper, we usually read a page with some combination of search processing, general reading comprehension and skimming. We read partly for information, but we also read with a goal to finish the newspaper fairly rapidly, since few people try to read every line a newspaper. We may initially search the front page for a particular story that we expect to be there. If the headlines cue us in the right way, we may check quickly for the length article, and we may read through a number paragraph for comprehension (appropriately influenced by the newspapers-story genre, a reporting of what, where, who, when, why and how).

In other setting, usually academic or professional ones, we sometime synthesis information from multiple reading sources, from different part of a long and complex test, or from a prose text and accompanying diagram or chart. Such reading is quite different from searching, skimming, or reading for general comprehension. In this circumstance, a more critical set of goals must be established for an effective

¹⁰ Douglas Brown, (2000), *Principles of Language Learning and Teaching*, 4th Edition, USA, Longman, p : 124.

synthesis: the readers needs to remember points of comparison or opposition, assess the relative importance of the information, and construct a framework in which the information will be organized.

All these ways of reading and a few others, have to be accounted fir in full explanation of reading. We believe that reading purposes can be classified under seven main headings, while recognizing that these heading are heuristic and any variations could be proposed. The purposes for reading are:

- a. Reading to search for simple information.
- b. Reading to skim quickly.
- c. Reading to learn from texts.
- d. Reading to integrate information.
- e. Reading to write (or search for information needed for writing).
- f. Reading to critique texts.
- g. Reading for general comprehension.¹¹

Rivers and Temperly suggest that there are seven main purposes for reading:

- a. To obtain information for some purposes or because we are curious about some topic.
- b. To obtain instructions on how to perform some task for our work or daily life (e.g. knowing how an appliance works).
- c. To keep in touch with friends by correspondence or to understand.
- d. To know when or where something will take place or what is available.
- e. To know is happening or has happened (as reported in newspapers, magazines, repots).
- f. For enjoyment or excitement.¹²

¹¹ William Grabe and Fredericka L. Stoller, *op. cit*, p : 13.

¹⁵ David Nunan, (1999),*Second Language Teaching and Learning*, Boston, Heinly and Heinle Publishers, p : 251.

2.1.1.2 Applying Principles of Learning to Reading Comprehension

Effective teaching procedures follow two well-know principles of learning: the teacher must know how to incorporate principles of learning into daily procedures; and, the teacher must guide the student daily techniques and habits of efficient learning. Some principles of learning as they apply to reading are, (David L. Shepherd):¹³

- a. The students must have a purpose and a motivation to learn. It is the fact that practice is a necessary part of skill development, so, if the students does not read because of a lack of a purpose and a motivation, she/he does not get the practice he needs in reading skills. As a result, any instruction she/he may get in the skills of reading will be useless to him, and it makes him unsuccessful in comprehending the text.
- b. Learning must have meaning for the learners. The goal of reading is so enable the reader must be able to understand the information and to determine its significance.
- c. A background of experience and knowledge is necessary for learning. New ideas must be connected to existing ideas and information.
- d. The learner must be active in his learning. Learning to read is not a passive process. It is nearly impossible to teach the skills to a student if he puts forth little or no effort. The teacher can teach techniques but the student must practice and apply them.
- e. Learning requires the forming habits. When a student learns how to use reading skills and how to attack a reading assignment he is learning techniques habits that will insure success and efficiency in his efforts.

¹³ Sukirah Kutaryo, *op. cit*, p : 16.

- f. Much learning is association. The student learns first to use and understand language through listening and speaking. Reading is one additional form of using language. When he reads he recognizes the words and attaches meaning to them from his oral knowledge about them.
- g. Learning requires practice. This is particularly true of meaning to read. The pitcher has to practice what he has been shown if he is to become competent in technique.
- h. Learning is more effective if the learner knows the reason for what he is meaning. In reading skill development the student needs to understand the importance and usefulness of each skill. He needs to understand how the skills can increase his reading competence. Such realizations will not only help his improvement in reading, but his motivation will also improve. The student must acquire the skills of obtaining information and then the habits of using the information in his thinking. A balance is needed in teaching between subject factual understanding and thinking above and beyond the facts.¹⁴

2.1.2. Types of Reading Comprehension

In reference to the conception of reading highlighted in the preceding discussion, the types of reading, they can be described as follow:

1. Intensive Reading

Intensive reading is text reading or passage in this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learners read book to acquire knowledge is the kind of intensive reading.

¹⁴ Sukirah Kustaryo, *loc. cit*, p : 16-18.

2. Extensive Reading

Another kind of reading is extensive reading. Extensive reading is not like intensive reading that focuses only on translating and extracting the printed symbol, words, phrases or sentences to find detailed information of text being read. Extensive reading has a wider coverage compared with intensive reading. Reading is a fluency activity involving global or holistic understanding of much longer reading texts. The topics of the text are usually discrepant kind and they finely meet the personal interest and concerns of the readers themselves. Extensive reading activities are usually done for ones pleasure or enjoyment only. We have discussed the importance of extensive reading for the development of our students' word recognition and for their improvement as readers overall. But it is not enough to tell students to read a lot we need to offer them a program which includes appropriate materials, guidance, tasks and facilities such as permanent or portable libraries of books.¹⁵

3. Reading Aloud

Reading aloud may look like an ordinary event in a typical classroom, but in feels extraordinary when the teacher who is reading is aware of the power of the book and the importance of her role is not only reading to her students, but also leading them though the book by using reading aloud, as a teaching time. Not only teacher can feel the difference, but also the students. The text-taker sees separate letters, words, and/short sentences and reads them aloud, one by one, any recognizable oral approximation of the target response is considered correct.¹⁶

4. Silent Reading

¹⁵ Jeremy Harmer, (2003), *The Practice of English Language Teaching*, 3th Edition, Great Britain, Pearson Education Limited, p : 210.

¹⁶ Douglas Brown, *op.cit*, Longman, 2004, p : 190.

Silent reading is a very importance skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enable to read without any audible whisper. Silent reading is the most importance type of reading. Silent reading should be introduced when the students has mastered the basic structured, comprehends the meaning of the words and can recognize and pronounce words accurately. Silent reading enable the students to read without making sound and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary.

2.1.3 Learning Method

According to Fathurrahman Pupuh, method literally means the way. In common usage, a method is defined as a way or in the procedures used to achieve certain goals. The word itself means to teach a lesson. In relation to learning, a method defined as ways of presenting learning materials for learners to achieve its intended purpose.¹⁷ Method is used to realize the strategy that has been set. Thus, there could be a learning strategy used several methods. Method is a method that can be used to carry out the strategy.¹⁸

In the indrustrilisasi era, the people of Indonesia was determined to develop a culture of learning to be a precondition of the development of the culture of science and technology (science and technology). However, in expanding the culture, needs to try and embodied ways and forms of learning that can be applied. This is because by implication, the question of the issue should be a reference in discussing problems

¹⁷ Prof. Dr. Hamruni, M.SI, (September 2001), *Strategi Pembelajaran*, Insan Madani, p : 07.

¹⁸ Istarani, (April 2011), *58 Model Pembelajaran Inovatif*, Media Persada, p : 01

learning problems. Most of the teaching methods and the atmosphere in schools that used the teachers, it seems more inhibiting in motivating potential of the brain. For example, a learner only prepared as a child who would listen, would receive all the information and to obey all treatments teacher. Culture and mentally like this, in turn making the students are not able to activate the brain's ability so that they do not have courage of expression, weak reasoning, and depend on others. Mental culture like this, according to Indar Djati Sidi, will have an impact on mental culture of society at large, that our society has not been able to think independently, although not yet certain culture like this, it stems from the school or schools outside the communities affected. However, that certainly all support each other to enrich the culture.¹⁹

The task of the teacher in order to optimize the learning process is a facilitator who is able to develop students' willingness to learn, develop relevant learning conditions in order to create an atmosphere of learning naturally with joy, and impose restrictions on the positive for himself as a teacher. Thus, the learning method is one factor or an educational component that will determine the ultimate success of a lesson. A teacher should be able to guide, direct, and create learning conditions of students. To achieve this, teacher must strive to reduce the lecture method and began developing other method to engage students actively. This is because the active learning can be viewed from two aspects, namely: (1) In terms of students, which means that active learning is the process of student activities in order to learn. This activity may change physical activity, mental or both. (2) There is also a greater

¹⁹ Slamet. *Belajar dan Faktor-faktor yang Memengaruhinya*, Jakarta: Rineka Cipta, 1995. p.5

emphasis on mental liveliness although to achieve this purpose required direct involvement as physical activeness.²⁰

One of the factors that affect the quality of learning is the use of learning methods. Teaching method is a method or way to go in teaching.²¹ From the explanation above, it is clear that the teaching method affects the quality of learning. Good teachers' teaching methods, which affect student learning, are good also. Poor teaching methods may occur, for example, because the teacher is less prepared and less about the material subjects so that the way they are presented is not clear or attitudes of teachers towards their students and subjects are not good so that students are less happy about the subject or the teacher. As a result, students are lazy to learn.

2.1.3.1 Definition Learning Method

The learning method is a method used in the learning process in order to obtain optimal results.²² Learning Method is a way used by teachers to deliver lessons to students. Because it takes place in the delivery of educational interaction, learning methods can be interpreted as a means used by teachers to make contact with students during the course of teaching. Thus, the learning method is a tool to create teaching and learning process.²³ Teaching is essentially an attempt by teachers to create learning situations, the method used by the teacher to be able to grow a variety of learning activities for students in relation to teaching. In other words, the learning process is basically the process of educational interaction between teachers who

²⁰ Abu Ahmadi & Joko Tri Prasetyo, *Strategi Belajar Mengajar*, Bandung: Pustaka Setia, 2005. p. 120

²¹ Departemen Agama R.I, (2002), *Metodologi Pendidikan Agama Islam*, Jakarta, Direktorat Jenderal Kelembagaan Agama Islam, p : 88.

²² Sofan Amri, S.Pd, (April 2013), *Pengembangan & Model Pembelajaran dalam Kurikulum 2013*, Prestasi Pustaka Publisher, p : 29.

²³ Dr. Hamdani, M.A, (April 2010), *Strategi Belajar Mengajar*, CV. Pustaka Setia, p : 80.

create an atmosphere of learning and students who give a response to the efforts of the teachers.

Gagne and Riggs in this view the importance of the learning process of students actively in learning. So, the important thing in teaching is not an effort of teachers delivering learning materials, but how students can learn the material in accordance with the purpose of learning. Teacher effort is a series of events that can affect student learning. This means that the role of teachers changes, something that started as a presenter of learning materials, become influencers and enabler to the students learning process. The learning process requires teachers to devise various methods of learning in students. This design is a reference and guide, both for teachers and students. Activeness in learning is reflected in the activities, whether committed teachers and students using the following characteristics :

1. The existence of student involvement in preparing or planning, learning and evaluation.
2. The existence of an intellectual-emotional involvement of students, either through experience, analyze, act and attitude formation.
3. The existence of creative student participation in creating a situation that is suitable for the learning process.
4. The teacher acts as a facilitator (enabler) and coordinator of student learning, not as a teacher (instructor), who dominate classroom activities.
5. Usually use a variety of methods, media and tools are varied.²⁴

2.1.3.2 Accuracy (Effectiveness) Learning Method

For carrying out the process of active learning, teachers must determine the appropriate learning methods. Key considerations in determining effectiveness of the

²⁴*Ibid*, p : 82.

method lies in the learning process. Of course, orientation students learn optimally. Thus, learning method is used basically only serves as guidance to enable students to learn. This learning method is intended for tutoring and allow each individual student can learn according to their talents and abilities of each. Learning method emphasizes learning process of students actively in efforts to obtain kemampuan learning outcomes. Selection of teaching methods course should avoid attempts at casting ideas to students. Teachers should think of a way (method) that enables students to learn optimally. In a sense according to ability level, respectively. Learn optimally achieved when students are active under the guidance of a teacher who is also active.

Learning method has the advantages of each. There is no learning method was considered effective for all situations. A learning method can be considered effective for a situation, but do not work for other situations. Therefore, there is often learning is done by using different learning methods are varied. However, it can also be a learning method are conducted independently. It relies on the consideration of relevant teaching and learning situation. To apply a method of learning that is relevant to a particular situation, teachers must understand the state of the learning metode, both efficacy and procedures.

2.1.4 Groupwork Method

Study group conducted in teams, A group of students taught by a person or several teachers. Forms of learning can be a large group or learning classical, or it could be students learn in small groups. Groupwork method did not pay attention to individual learning pace, individuals are considered equal. Learning Groupwork is a model of learning by using a system of grouping/small team, which is between four to six people or more who have a background in academic ability, gender, race, or

ethnicity were different (heterogeneous).²⁵ Groupwork is a form of voluntary association of members benefiting from cooperative learning, that enhances the total output of the activity than when done individually. It aims to cater for individual differences, develop skills (e.g. communication skills, collaborative skills, critical thinking skills), generic knowledge and socially acceptable attitudes or to generate conforming standards of behavior and judgement, a "group mind".²⁶

For some groupwork is just another way of talking about teamwork. In this context, working in groups is often presented as a good way of dividing work and increasing productivity. It can also be argued that it allows for the utilization of the different skills, knowledge and experiences that people have. As a result, in schools and colleges it is often approached as a skill to be learnt - the ability to work in group-based environments. Within schools and colleges, working in groups can also be adopted as a mean of carrying forward curriculum concerns and varying the classroom experience a useful addition to the teacher or instructor's repertoire. In general, is possible to say that groupwork of around four or more students provoke greater involvement and participation than larger groups. They are small enough for real interpersonal interaction, yet not so small that members are over reliant upon each individual. Because groupwork are an odd number it means that a majority view can usually prevail. However, there are occasions when larger groups are necessary.

First, while there are some very different ways of defining groupwork often depending upon which aspect of them that commentators and researchers want to focus upon, it is worthwhile looking to a definition that takes things back to basics. Here, as a starting point, we are using Donelson R. Forsyth's definition of a group as *'two or more individuals who are connected to one another by social relationships'*.

²⁵Sanjaya, Wina, (2008), *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, Jakarta, Kencana, p : 242.

²⁶ Douglas, Tom, (1976), *Group Work Practice*, International Universities Press, New York.

This definition has the merit of bringing together three elements: the number of individuals involved, connection, and relationship. Second, groupwork are a fundamental part of human experience. They allow students to develop more complex and larger-scale activities are significant sites of socialization and education, and provide settings where relationships can form and grow, and where students can find help and support.

Humans are small group beings. We always have been and we always will be. The ubiquitousness of groups and the inevitability of being in them makes groups one of the most important factors in our lives. As the effectiveness of our groups goes, so goes the quality of our lives.

However, there is a downside to all this. The socialization they offer, for example, might be highly constraining and oppressive for some of their members. Given all of this it is easy to see why the intervention of skilled leaders and facilitators is sometimes necessary. Third, the social relationships involved in groupwork entail interdependence. As [Kurt Lewin](#) wrote, ‘it is not similarity or dissimilarity of individuals that constitutes a group, but interdependence of fate’. In other words, groups come about in a psychological sense because people realize they are ‘in the same boat’. However, even more significant than this for groupwork process, Lewin argued, is some interdependence in the goals of groupmembers. To get something done it is often necessary to cooperate with others.²⁷

Two reasons for the importance of groupwork learning is used in education, the first several studies show that the use of groupwork learning method can improve student achievement while increasing the ability of social relationships, fostering

²⁷<http://infed.org/mobi/group-work/>, Acces on March 28, 2016, 10 p.m.

acceptance shortage of self and others, as well as can improve self-esteem.²⁸ Both groupwork learning method can realize the need for students to learn to think, solve problems, and integrating knowledge with skills. Groupwork Method is a learning method through a small group of students working together in maximizing learning conditions to achieve the learning objectives. Groupwork learning is a teaching method that organizes learning by using small study groups where students work together to achieve the learning objectives.²⁹ Based on the definitions above, groupwork learning method can be defined as one of a method learning that requires the cooperation of students in a group to develop the capabilities of individuals as well as take advantage of a variety of internal and external factors to solve specific problems so that the learning objectives can be achieved together.

2.1.4.1 The Advantages of Groupwork Method :

- a. It dramatically increases the number of talking opportunities for individual students.
- b. There is also a greater chance of different opinions and varied contributions than in individual.
- c. It encourages broader skills of cooperation and negotiation than individual
- d. All groupwork were prepared to evaluate each others performance both positively and negatively where a bigger group a natural tendency for self-effacement made this less likely.
- e. It promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher.

²⁸ Sanjaya, Wina, *op.cit*, p : 242.

²⁹ Komalasari, Kokom, (2010), *Pembelajaran Kontekstual*, Bandung, Refika Aditama, p 62.

- f. Although do not wish any individuals in groups to be completely passive, nevertheless some students can choose level of participation more readily than in an individual.

2.1.4.2 The Disadvantages of Groupwork Method :

- a. It is likely to be noisy. Some teachers feel that they lose control, and the whole class feeling which has been painstakingly built up may dissipate when the class is split into smaller entities.
- b. Not all students enjoy since they would prefer to be the focus of the teachers attention rather than working with their peers. Sometimes students find themselves in uncongenial groups and wish they could be somewhere else.
- c. Individuals may fall into group roles that become fossilised, so that some are passive whereas others may dominate.
- d. Groups can take longer to organize than individual, beginning and ending groupwork activities, especially where people move around the class, can take time and be chaotic.³⁰

2.1.5 Individual Method

Individual Learning Method is describing about individual learning carried out by students independently. Speed, slowness and student learning is largely determined by the ability of the individual concerned. Learning materials as well as how to learn is designed for self-study. In these individual learning, students are required to study independently, without cooperation with others.³¹ The positive side of this method is build up confidence, students become independent in carrying out the study, students do not have a dependency on others. But on the other hand there is

³⁰ Jeremy Harmer, (2007), *The Practice of English Language Teaching*, Pearson, Longman, Fourth Edition, p : 166.

³¹ Sanjaya, Wina, *op.cit*, p : 243.

a drawback of this learning, such as if the student find obstacles in learning, interests and concerns of students were concerns that it was reduced because of a lack of communication between student learning, while reluctant to asking the teacher, not familiarize students work together in a team. Teaching individual method is a method attempt to provide an opportunity for students to learn according to their needs, abilities, pace and in its own way.

Individual differences can be seen from :

1. Intellectual development
2. The ability to speak
3. Background experience
4. Learning styles
5. Talent and interest
6. Personality

Individually oriented individual learning and self-development, this approach focuses on the process by which individuals build and organize themselves in reality is unique. Individual teaching and learning method in addition to allowing every student can learn according to their potential capabilities, also enables each student to master the entire lesson material in full. "Mastery learning" or mastery learning. Teaching method that embrace the concept of mastery learning, is very concerned with the attention to individual differences. On this basis the system of delivery of teaching is done by leading the students to learn individually.³²

2.1.5.1 Models of Individual Method

³² Sanjaya, Wina, *log.cit*, p : 243.

There are several models of learning are included in the individualized learning approaches, including learning model of instruction does not direct (non-directive teaching), training learning model of consciousness (awareness training), conceptual systems, learning model class meeting (classroom meeting), distance learning (distance learning), resource-based learning (learning directly from the source), and directed private study (study privately directly).

2.1.5.2 Advantages Individual Method :

- a. It allows to teachers respond to individual student differences in terms of face of learning, learning styles and preferences.
- b. It is likely to be less stressful for students than performing in a whole class setting or talking in pairs or groups.
- c. It can develop learner autonomy and promote skills or self reliance and investigation over teacher dependence.
- d. It can be a way of restoring peace and tranquillity to a noisy and chaotic classroom.
- e. Learning is not restricted by time.
- f. Students can learn thoroughly.
- g. Differences that many of the participants considered.
- h. The learners can work according to their stages with the time that they can adapt.
- i. Learning styles are different can be accommodated.
- j. Save for participants in large quantities.
- k. Learners are more in control of how and what they learn.
- l. It is a learning process that is active not passive.

2.1.5.3 Disadvantages Individual Method :

- a. It does not help a class develop a sense of belonging. It does not encourage cooperation in which students may be able to help and motivates each other.

- b. When combined with giving individual students different task, it means a great deal more thought and materials preparation than groupwork teaching involves. When work with individual students as tutor or resource, it take much more time than interacting with the groupwork class.
- c. It takes a lot to prepare materials.
- d. Learner motivation can be hard to maintain.
- e. The trainer's role needs to change.
- f. The success of the learning objectives are less achieved, because there is no place for students to ask.³³

At the opposite end of the spectrum from groupwork class grouping is the idea of students on their own, working in a pattern of individually learning. This can range from students doing exercises on their own in class, to situations in which teachers spend time working with individual students, or when students take charge of their own learning in self-access centres or other out of class environment. Such individualized learning is a vital step in the development of learner autonomy.

If we wish student to work on their own in class, for example, allow them to read privately and then answer the questions individually. Can ask them to complete worksheets or writing task by themselves. Give them worksheet with several different tasks and allow individuals to make their own decisions about which task to do. Can hand out different worksheets to different individuals, depending upon their tastes and abilities. Can allow students to research on their own or even choose what they want to read or listen to, especially where this concerns extensive reading.

B. Related Study

³³ Jeremy Harmer, *op.cit*, (2007), Longman, Fourth Edition, p : 164.

1. In this research, the writer tried to find out the related study. The first title of the research is “The Effect of Messenger Jigsaw as Pre-text Reading Activity on Students’ ability in Comprehending Reading Text at Ar-Raudhatul Hasanah Boarding School Paya Bundung Medan North Sumatera. This thesis is written by Sri Reni Arbiyanti in 2007. The population is the fourth class (teen year students according to government curriculum) of Ar-Raudhatul Hasanah Boarding School students. The member of students is 271 students. She took 69 students as sample by using cluster random sampling. By using “t” test formula in analyzing data, she got $t_o = 8.07$, where $df = n - 2 = 54 - 2 = 52$ and the df was referred to the “ t_{table} ” with a standard of significance $5\% = 2.01$. So the value of “ t_{test} ” was higher than “t” table ($8.07 > 2.01$). Also there were the differences between the experiment and the control groups. And the Mean of the experiment group was 68.46. After she looked attentively that hypothesis alternative of the result is accepted. It meant that there was a positive significance of the effect of messenger jigsaw as pre-text reading activity on the students’ ability in comprehending reading text.
2. The second related study, the title is :”The Influence Of Synthesizing And Question Strategy On The Students’ Ability To Comprehend Text At Man Lubuk Pakam” This thesis is written by Mhd. Widya Hartono in 2011. The population of this research is second year student of MAN Lubuk Pakam that consists of three classes. And the sample of this research is taken by using Torayamane formula. After counted by using the fomula, the sample of the research are 55 students. In getting the data, the writer used test and interview, but in analyzing the data, He used the t test formula. The value of t-count 7,25 comparing with the value of t-table where the value of t-table for real level $\alpha = 0,02$ with $dk = 55 + 55 - 2$ found the value of $t_{0,02 (108)} = 2,358$ in the reality the value of $t_{count} (7,25) > t_{table} (2,358)$. It

means that t_{count} be at the hypothesis deduction of zero (H_0) rejected and the alternative hypothesis (H_a) accepted. It means that alternative hypothesis that is opened by the writer is "there is significant influence of synthesizing and question strategy on the students' ability to comprehend the text" can be accepted.

C. Conceptual Framework

Giving the task is one part of a teaching method which is done by assigning students to relearn the lesson material that has been submitted by teachers who then have to be justified. This task can be intended to deepen and development of materials that have been studied. Implementation of the task can be done individually (individual) or groupwork method, if done individually (individual) method students more responsible for such tasks as if not working then the teacher will immediately know that the student is not working. Targets are considered more clearly so that each individual will be working task as well as possible. Whereas if the groupwork method is unlikely the teacher knows that all students do the work of the group, because the results of these tasks is a working group so that each individual can not claim that the completion of the task is his work, but work together.

Working group method duties or influence the outcome of individual method learning with which reached students. The process of learning requires motivation to obtain good results, there is diversity within a groupwork how to tasks. Students who have high motivation always wanted to find out something and feel a responsibility and wanted to show his ability so that there is a possibility that the Groupwork method carried out tasks and gain a good hail anyway. Whereas the granting of individual task on a highly motivated students can be resolved properly so that the expected learning outcomes are achieved properly. Members of the groupwork

method who acted indifferent to the task given to teachers in the completion of their tasks will be less serious in receiving a variety of information so that the results of his studies is also low.

Implementation of this assessment the teacher to the student learning process. Learning with conventional methods given in two classes treated differently. Class VIII A, namely as an experimental class were treated with administration tasks in the groupwork method, while the eighth grade class B as a control treated with administration tasks individual method. Based on conventional learning applied teachers in the delivery of material to students can be seen differences in learning outcomes of students are given assignments in groups with students were given the task individually. This difference can be seen from the treatment given to the class teacher, a different treatment is what will make a difference in student learning outcomes.

Based on theoretical studies which have been mentioned above, it can be arranged within a conceptual framework that administration tasks in a groupwork of individual method would lead to differences in the results of English learning students.

D. Hypothesis

Based on the description of theoretical and conceptual framework, so the hypothesis that was submitted in this research as follow:

Ha : There is a significance effect of groupwork and individual method on student's ability at comprehending reading material.

Ho: There is no significance effect of groupwork and individual on student's ability at comprehending reading material.